

Charter Schools Program Pre-Application Meeting



**Replication and Expansion
CFDA 84.282M, FY2010**

*United States Department of Education
Office of Innovation and Improvement*

**June 8, 2010
Washington, D.C.**

Welcome

Scott Pearson

- Associate Assistant Deputy Secretary, Office of Innovation and Improvement, United States Department of Education



Meeting Logistics

Auditorium

- Use microphones
- Restrooms: main lobby, either end of the building

Webinar

- Utilize chat function for questions or comments

Conference call

- Initially listen only; Q&A to follow presentations

For assistance, email richard.payton@ed.gov and erin.pfeltz@ed.gov.



Agenda

- 84.282M – CSP Grants for Replication and Expansion of High-Quality Charter Schools
- Break
- E-Application
- Rigorous Evaluation Planning: Developing Useful Project Objectives and High-Quality Performance Measures



Charter Schools Program Application Training



**Replication and Expansion
CFDA 84.282M, FY2010**

*United States Department of Education
Office of Innovation and Improvement*

**Erin Pfeltz and Richard Payton
Charter Schools Program**

IMPORTANT NOTE

The Federal Register notice contains important information. We recommend all applicants read the entire notice in the Federal Register. Applicants must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.



Purpose of the Charter Schools Program (CSP)

To increase national understanding of the charter schools model and to expand the number of high quality charter schools available to students across the nation by:

- Planning, program design, and initial implementation of public charter schools;
- Evaluation of the effects of charter schools; and
- Dissemination of information about charter schools and successful practices in charter schools.



Purpose of 84.282M Competition

To award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement.

Eligible applicants may use their CSP funds to:

- Expand the enrollment of one or more existing charter schools
- Open one or more new charter schools that are based on the charter school model for which the eligible applicant has presented evidence of success.



CSP Performance Measures

The goal of the CSP is to support the creation and development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.



CSP Performance Measures

The Secretary has set two performance indicators to measure this goal:

1. The number of charter schools in operation around the Nation
2. The percentage of fourth-and-eighth-grade charter school students who are achieving at or above the proficient level on State examinations in mathematics and reading.



CSP Performance Measures

Additionally, the Secretary has established the following measure to examine the efficiency of the CSP:

- Federal cost per student in implementing a successful school (defined as a school in operation for three or more years).



CSP Performance Measures

All grantees will be expected to submit an annual performance report documenting their contribution in assisting the Department in meeting these performance measures, in addition to a final report at the end of the grant project.

The ED Performance Report Form (ED 524B) is available at:
www.ed.gov/fund/grant/apply/appforms/appforms.html



Important Dates

Applications Available: May 24, 2010

Date of Pre-Application Meeting: June 8, 2010

Deadline for Transmittal of Applications: July 7, 2010
(04:30:00 p.m. Eastern Standard Time)

Deadline for Intergovernmental Review: September 7, 2010



Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The FY 2010 appropriation for the Charter Schools Program is \$256,031,000, of which the Department will use \$50,000,000 for this competition. Contingent upon the availability of funds and the quality of the applications received, we may make additional awards later in FY 2010 and in FY 2011 from the list of unfunded applications from this competition.

Estimated Range of Awards: \$1,000,000 to \$15,000,000 per grant.

Estimated Average Size of Awards: \$7,000,000 per grant

Estimated Number of Awards: 5-8.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to five years.



Replication and Expansion Eligible Applicants

CFDA No. 84.282M

Non-profit charter management organizations (CMOs) and other entities that are not for-profit entities. A CMO is an organization that operates or manages multiple charter schools by centralizing or sharing certain functions and resources among schools.

Eligible applicants may also apply as a group or consortium.



Electronic Submission Requirement

Applications for grants under this program must be submitted electronically, unless you qualify for an exception to this requirement in accordance with the instructions in the Notice.



Funding Restrictions

An eligible applicant receiving a grant under this program may use the grant funds for—

- a) **Post-award planning and design of the educational program, which may include:**
1. Refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
 2. Professional development of teachers and other staff who will work in the charter school.



Funding Restrictions

(b) Initial implementation or expansion of the charter school, which may include:

1. Informing the community about the school;
2. Acquiring necessary equipment and educational material and supplies;
3. Acquiring or developing curriculum materials; and
4. Other initial operational costs that cannot be met from State or local sources.



Funding Restrictions

Note: Use of up to 15 percent of grant funds for initial operational costs associated with the expansion or improvement of the eligible entity's oversight or management of its schools is permitted provided that:

- 1) The specific schools being created or expanded under this grant are beneficiaries of such expansion or improvement; and
- 2) Such expansion or improvement is intended to improve the applicant's ability to manage or oversee the charter schools created or expanded under this grant.



Funding Restrictions

A charter school that receives funds under this competition is ineligible to receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or initial implementation of a charter school.



Priorities

- **Absolute Priority**: We consider only applications that meet this priority.
- **Competitive Priority**: We will award additional points to an application, depending on how well the application meets one or more of these priorities.
- **Invitational Priority**: We are particularly interested in applications that meet this priority; however, we do not give an application that meets this priority a competitive or absolute preference over other applications.



Absolute Priority

Experience Operating or Managing High-Quality Charter Schools.

The applicant must have experience operating or managing more than one high-quality charter school. For purposes of this priority, a high-quality charter school is a school that shows evidence of strong academic results, based on the criteria described in Selection Criteria (a), and has no significant issues in the areas of student safety, financial management, or statutory or regulatory compliance.

For purposes of this competition, significant issue means something that did, will, or could lead to the revocation of a school's charter.



Absolute Priority

In determining the quality of an applicant (Selection Criteria a), the Secretary considers:

- The degree to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students, served by charter schools operated or managed by the applicant.
- The degree to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II).
- The degree to which the applicant has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.



Competitive Priority 1

Low-Income Demographic (up to 10 points):

To meet this competitive priority, the applicant must demonstrate that at least 60% of all students in the charter schools it operates or manages are individuals from low-income families.



Competitive Priority 1

Low-Income Demographic:

For purposes of this priority, the term individual from a low-income family means an individual who is determined by an SEA or LEA to be a child, ages 5-17, from a low-income family, on the basis of:

1. Data used by the Secretary to determine allocations under section 1124 of the ESEA;
2. Data on children eligible for free or reduced-price lunches under the National School Lunch Act;
3. Data on children in families receiving assistance under part A, title IV of the Social Security Act;
4. Data on children eligible to receive medical assistance under the Medicaid program;
5. An alternate method that combines or extrapolates from those data.

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Competitive Priority 2

School Improvement (up to 10 points):

To meet this competitive priority, the applicant must demonstrate that its proposed replication or expansion of one or more high-quality charter schools is in partnership with, and designed to assist, one or more LEAs in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the ESEA, and as described in the notice of final requirements for the School Improvement Grants.



Competitive Priority 3

Matching (up to 10 points):

To meet this competitive priority, the applicant must commit to provide matching funds in an amount equal to or greater than 25% of the grant award to support its proposed project under this program. In order to secure matching funds and meet this priority, the applicant may enter into a partnership or otherwise collaborate with other entities, including philanthropic organizations.



Competitive Priority 3

Matching:

In order to receive points under this competitive preference priority, the matching funds must be included in the proposed budget and used to cover allowable costs. In addition, the applicant must include in its application assurances documentation demonstrating that it will be able to secure the specified matching funds. An applicant that is approved for a grant must have the proposed matching funds in place prior to receiving the grant award.



Invitational Priority

Students with Disabilities and English Learners:

The Secretary is particularly interested in applicants that demonstrate through participant, achievement, and outcome data for students with disabilities and English learners –

1. Prior success in improving educational achievement and outcomes for students with disabilities and English learners; and
2. That the model they propose to replicate or expand serves students with disabilities and English learners at rates comparable to the rates in the LEAs in which their schools operate.



Requirements

Grantees under this program must use the grant funds to replicate or substantially expand an existing high-quality charter school that is based on the model or models for which the applicant has presented evidence of success.

For purposes of this competition, the term replicate means to open on or more new charter schools that are based on the charter school model or models for which the applicant has presented evidence of success.

The term substantially expand means to increase the enrollment of one or more existing charter schools by more than 50% or to add at least two grades to an existing charter school.

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Selection Criteria

In evaluating an application, the Secretary considers the following criteria.

The maximum possible score for all the criteria in this section is 100 points.



Selection Criteria

(a) Quality of the eligible applicant (50 points). In determining the quality of the applicant, the Secretary considers the following factors:

1. The degree to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students, served by charter schools operated or managed by the applicant.

For purposes of this competition, educationally disadvantaged includes, but is not limited to, economically disadvantaged children, English learners, migratory children, children with disabilities, Native American children, and neglected or delinquent children.

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Selection Criteria

(a) Quality of the eligible applicant (50 points). In determining the quality of the applicant, the Secretary considers the following factors:

2. The degree to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students identified in section 1111(b)(2)(C)(v)(II).

(Economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, students with limited English proficiency)

3. The degree to which the applicant has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.



Selection Criteria

(a) Quality of the eligible applicant (50 points).

Applicants are invited to submit objective data that they believe would provide relevant information in support of these 3 factors, along with comparison data for similar schools, where available. In particular, the Secretary is interested in the following data:

- Performance (school-wide and by subgroup) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State or States at the same grade level, and as compared with other schools serving similar demographics of students;
- Annual student attendance and retention rates (school-wide and by subgroup), and comparisons with other schools;



Selection Criteria

(a) Quality of the eligible applicant (50 points).

- Where applicable and available, high school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) of students attending schools operated or managed by the applicant.

When reporting data for schools in States that may have particularly demanding or low standards of proficiency, applicants are invited to discuss how their academic success might be considered against applications from around the county.



Selection Criteria

(b) Contribution in assisting educationally disadvantaged students (15 points). The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready.



Selection Criteria

(c) Quality of the project design (10 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers-

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable. Applicants proposing open schools serving substantially different populations than those currently served by the model for which they have demonstrated evidence of success should address the attainability of outcomes given this difference.



Selection Criteria

(c) Quality of the project design (10 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers-

2. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.



Selection Criteria

(d) Quality of the management plan (25 points). The Secretary considers the quality of the management plan and personnel to replicate and expand high-quality charter schools. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;
2. The business plan for increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding, including, but not limited to facilities, financials, central office, academics, governance, oversight, and human resources of the schools;



Selection Criteria

(d) Quality of the management plan (25 points). The Secretary considers the quality of the management plan and personnel to replicate and expand high-quality charter schools. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

3. A multi-year financial and operating model for the organization, as well as a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success;
4. A plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality;
5. The qualifications, including relevant training and experience, of the project director, CEO/organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.



Application Requirements

Applicants for CSP grant funds must address both the Application Requirements, based on the statutory requirements under the program, and the selection criteria. Application Requirements are listed in the Federal Register Notice, and the application package instructions at e-Application.

An applicant may choose to respond to the application requirements in the context of its responses to the selection criteria.



Applicable Regulations and Statute

The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 76, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99.

- Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.
- Note: The regulations in 34 CFR part 86 apply only to institutions of higher education.
- Note: The regulations in 34 CFR part 99 apply only to an educational agency or institution.

Title V, Part B, Subpart 1 (formerly Title X, Part C) of the Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. 7221-7221j.



Conflict of Interest

CSP grantees must avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment or services. Among other things, Federal grant recipients must develop written procurement procedures and conduct all procurement transactions in a manner to provide open and free competition (see 34 CFR 74.42-74.44). Department regulations also prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person has a family or business relationship with the grantee (34 CFR 75.525).

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Non-Construction Grant

Includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and initial equipment of any such buildings, or any combination of such activities (including architects' fees and the cost of acquisition of land). "Construction" also includes remodeling to meet standards, remodeling designed to conserve energy, renovation or remodeling to accommodate new technologies, and the purchase of existing historic buildings for conversion to public libraries. For the purposes of this paragraph, the term "equipment" includes machinery, utilities, and built-in equipment and any necessary enclosures or structures to house them; and such term includes all other items necessary for the functioning of a particular facility as a facility for the provision of library services.

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Project Directors' Meeting

Applicants approved for funding under this competition must attend a two-day meeting for project directors during each year of the project. Applicants are encouraged to include the cost of attending this meeting in their proposed budgets.



Using E-Application

e-Grants Web site hours of operation (all times EST)

- Monday, 6:00 a.m. until Wednesday, 7:00 p.m.
- Thursday, 6:00 a.m. until Sunday 8:00 p.m.

System unavailable (all times EST)

- Wednesdays, 7:00 p.m. until Thursday, 6:00 a.m.
- Sunday, 8:00 p.m. until Monday, 6:00 a.m.

Any modifications to these hours are posted on the e-Grants Web site.



Using E-Application

Required Narrative Sections:

Project Narrative – Abstract

The abstract narrative must include the name and address of the organization and the name, phone number, and e-mail address of the contact person for this project.

The abstract narrative should not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc.



Using E-Application

Required Narrative Sections:

Project Narrative – Priorities

Absolute Priority

Competition Preference Priorities

Invitational Priority

Project Narrative– Project Narrative

Applicants must address both the application requirements and the selection criteria. Please limit this section to 60 pages, double-spaced.



Using E-Application

Required Narrative Sections:

Other Attachments Section 1 – Resumes

Other Attachments Section 2 – Letters of Support

Other Attachments Section 3 – Proof of non-profit status



Using E-Application

Required Narrative Sections:

Other Attachments Section 4 – Schools Operated by Applicant

Information should include school name, grade levels, location, whether the school holds a separate charter, and authorizer for each charter school operated by the applicant. If the applicant holds only one charter but operates multiple schools under the same charter, provide documentation demonstrating that they are separate and distinct schools, including, but not limited to:

- A copy of the charter agreement;
- Documentation of whether schools were established and are recognized as separate schools under state law;
- A copy of the performance agreements with the authorized public chartering agency, if different from the charter agreement;
- Physical locations of the schools;
- Documentation of whether the schools have separate facilities, staffs, and student bodies;
- Documentation of whether day to day operations at the separate schools are carried out by different administrators, and of whether schools are run by separate principals.



Using E-Application

Required Narrative Sections:

Other Attachments Section 5 – Student Academic Achievement

Performance data both school-wide and by subgroup. Should include comparisons to all students in the State at the same grade level, and, to the extent available, as compared with other schools serving similar demographics of students.

Other Attachments Section 6 – Supplemental Organizational Budgets and Financial Information

Other Attachments Section 7 – Additional Information



Using E-Application

Required Narrative Sections:

Budget Narrative

Provide an itemized budget breakdown narrative, by project year, for each budget category listed in Section A of the ED 524 form.



e-Grants Availability

If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

- (1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and
- (2)
 - (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or
 - (b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.



Print Your Application

After you submit your application through the e-Grants system, you will have access to a PDF version of the application. Print a PDF copy of your application for future reference. You should also save a copy of the PDF of your application to your own computer and/or server.



Award Notices

If your application is successful, we will notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may also notify you informally, also.

If your application is not evaluated or not selected for funding, we will notify you.



For Information and Assistance

Charter Schools Program (CSP) staff

- Erin Pfeltz
 - erin.pfeltz@ed.gov, (202) 205-3525
- Richard Payton
 - richard.payton@ed.gov, (202) 453-7698

E-Application

- edcaps.user@ed.gov, (888) – 336-8930



Electronic Applications for Federal Discretionary Grants



*United States Department of Education
Office of Innovation and Improvement*

Charter Schools Program

Federal Register Notice

- Due Date and Time
- Program Contact Information
- Page Limits and Formatting
- Allowable File Types
- Mandatory or Optional Electronic Submission
 - Exemptions to mandatory electronic submission
- System for Submitting

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What is E-Application?

- **An internal application system used by the U.S. Department of Education**
- **Available at <http://e-grants.ed.gov>**



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What is E-Application?

- **E-Application is NOT operational 24 hours a day, 7 days a week**
- **Users will be logged off after 1 hour of inactivity**

Hours of operation: (Washington DC time)	
Sunday	12 midnight-08:00pm
Monday	06:00am-12 midnight
Tuesday	Available 24 hours
Wednesday	12 midnight-07:00pm
Thursday	06:00am-12 midnight
Friday	Available 24 hours
Saturday	Available 24 hours

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E-Application Registration Process

- **New users must register for a username and password *before* accessing the application**
 - **Select the “E-Application” module**
 - **Once a user profile is completed, a system-generated password is emailed to you.**

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E-Application Package

- **Narrative sections are completed by uploading a .doc, .rtf, or .pdf file (NOT .docx)**
 - **Uploaded files may be no larger than 8 MB**
- **Click “Save” to save any entered information**
- **SAVE OFTEN!**

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E-Application Package - Privileges

- **The Application Manager is a role that allows an e-Application user to manage access to an application**
 - **When an application is created, the creator by default becomes the Application Manager**
- **When another team member registers, the Application Manager can assign user privileges for accessing the application**

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E-Application Submission

- **Click “Ready to Submit”, and enter the Authorized Representative information**
- **Then, click “Submit”; the system will provide a confirmation page with your PR Award Number**
 - **We strongly recommend you print this confirmation page for your records!**



Application Submission

Warning! You are submitting this information on behalf of the Authorized Representative.
You are required to fax the 424 or the program specific cover page (containing the original signature) to the Application Control Center within (3) working days of submitting this electronic application.

Authorized Representative Information:

To the best of my knowledge and belief, all data in this preapplication/application are true and correct.
The document has been fully authorized by the governing body of the applicant and the applicant will

a. Authorized Representative (First Name, Middle Initial, Last Name):

b. Title:

c. Tel.#: Fax #:

d. E-Mail Address:

e. Date: 9/23/02 4:10:55 PM

This application is being submitted on behalf of
Test Legal Name
1040 7th Street
Washington, DC 22022

A confirmation message will be sent to the authorized representative if an e-mail address is provided above.

Warning! All applicants must follow the internal administrative and clearance procedures of their organization. BY SUBMITTING THIS APPLICATION, I CERTIFY THAT THIS APPLICATION HAS BEEN APPROVED BY THE AUTHORIZING REPRESENTATIVE OF THE INSTITUTION.

Screenshot showing the application is submitted page).

E-Application Submission

- **Print and sign the SF 424 Cover Sheet**
- **Request the PDF and save a copy of your application.**
- **Fax Cover Sheet to the Application Control Center at (202) 245-6272 within 3 days of submission**
 - **Include the system-generated PR/Award Number in the upper right hand corner of the form**

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E-Application Submission

- **Users may unsubmit the application at any point up until the closing date and time**
- **An application that has been unsubmitted cannot be resubmitted after the closing date and time**

**Closing Date: July 7, 2010, 4:30:00 PM
Washington DC time**



E-Application Help

- **E-Application User Guide**
- **E-Application Demos**
- **9 Steps to Prepare an E-Application**
- **E-Application HelpDesk: (888)-336-8930**
edcaps.user@ed.gov

(HelpDesk is available 8:00 AM-6:00 PM Monday through Friday)

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U.S. Department of Education
Charter School Program
84.282M Replication and Expansion of
High Quality Charter Schools

Rigorous Evaluation Planning:

Developing Useful Project Objectives
and High-Quality Performance Measures

Center for Evaluation & Education Policy
Indiana University



GOALS

- Gain knowledge and skills needed to develop strong and measurable ***project objectives*** for CSP funding opportunities.
- Gain knowledge and skills related to creating ***performance measures*** to ensure the collection of the highest quality data;
- Understand the contribution of ***project objectives*** and ***performance measures*** to a comprehensive evaluation plan.

Why Is This Important?

High quality objectives and measures ...

- make it easier for you to measure your progress
- allow you to report progress easily and quantitatively
- allow ED staff to gather evidence of program effectiveness

Goals – Objectives – Measures

PROGRAM GOAL



Project Objectives:

What your project is doing to support the overall program goal



Performance Measures: How you measure your progress toward meeting your objectives (GPRA, Program, Project)

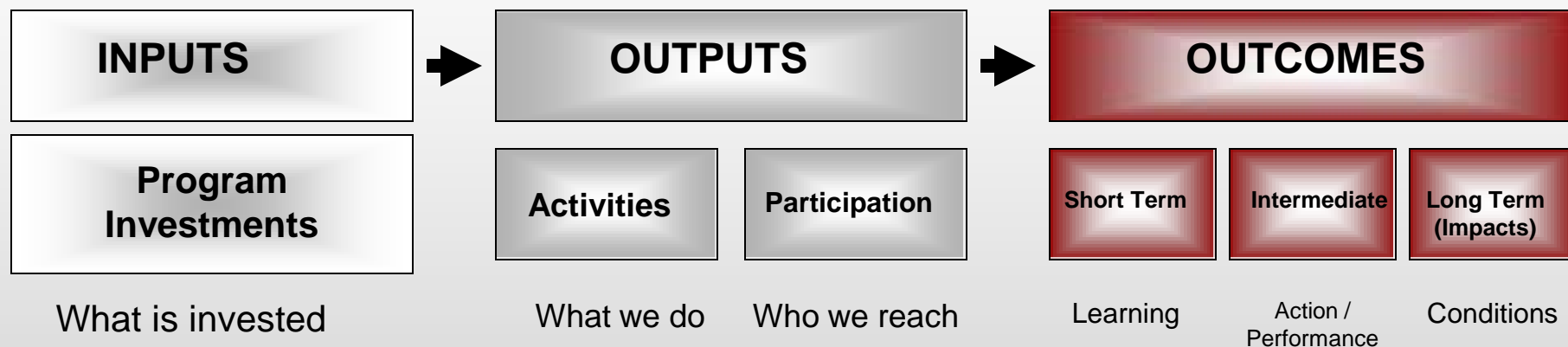
Logic Models

They really are important.

What is a Logic Model?

- A simplified picture of a program, initiative, or intervention.
- Shows logical relationships among the resources that are invested, the activities that take place, and the benefits or changes that result.
(This is often called **program theory** or the program's **theory of action**)
- It is a "plausible, sensible model of how a program is supposed to work"
(Bickman, 1987).

Sample Logic Model

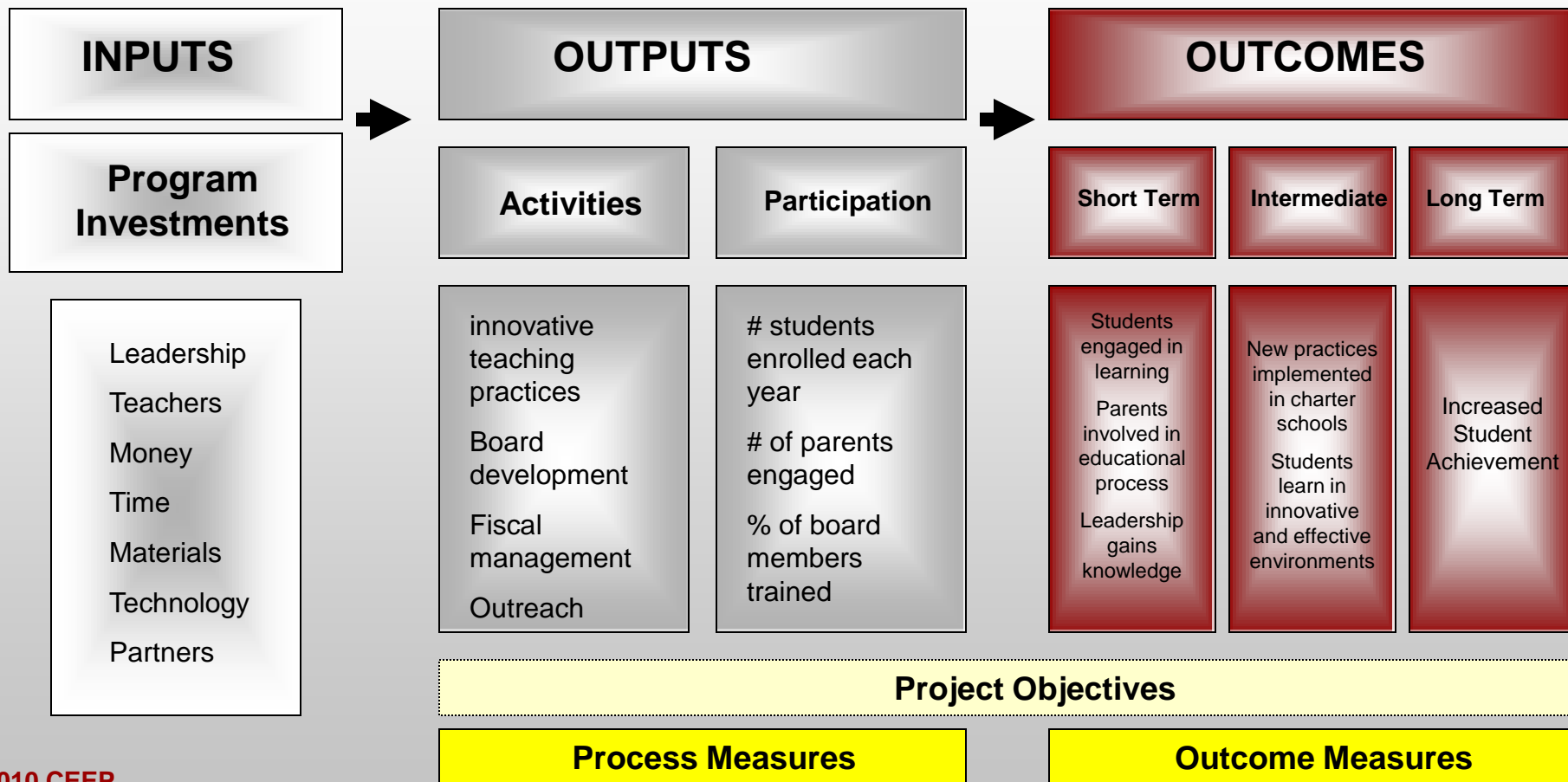


Inputs - the resources invested that allow us to achieve the desired outputs.

Outputs - activities conducted or products created that reach targeted participants or populations. Outputs lead to outcomes.

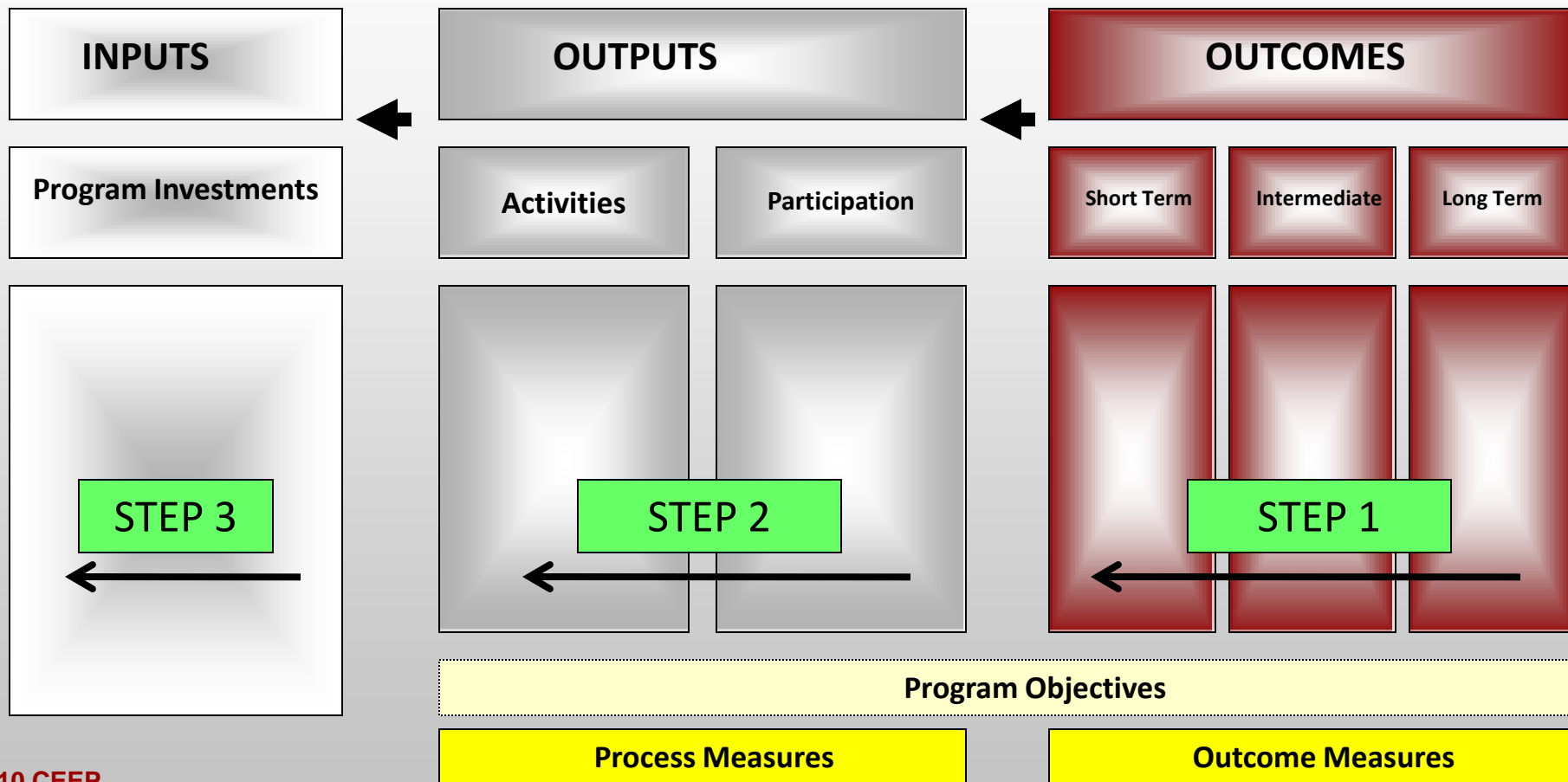
Outcomes - changes or benefits for individuals, families, groups, businesses, organizations, and communities.

CSP Sample Logic Model



PRACTICE EXERCISE: Developing a Logic Model:

(Articulate the desired long-term outcomes and work backwards)



Project Objectives

What are you trying to accomplish?

High Quality Project Objectives

- *Relevance*
- *Applicability*
- *Focus*
- *Measurement*

High-Quality Project Objectives:

Criteria #1

RELEVANCE: How relevant is the project objective to the overall goal of the program and/or the goal of your project?

- *Reduce the achievement gap between minority and non-minority students.*
- *Ensure competent governance by board members.*
- *Increase the number of students served by XYZ school.*

These are highly relevant to the grant purpose/goals.

They are NOT activities, but instead communicate what will be accomplished.

High-Quality Project Objectives:

Criteria #2

APPLICABILITY: How applicable is the project objective to the specific activities that are being conducted through your particular project?

- *Assure quality educators in every classroom.*
(Activities: trainings on state standards for teacher licensure, distribution of best practices, etc.) - **APPLICABLE**
- *Promote a high degree of community involvement.*
(Activities: Parent advisory boards, parent volunteer opportunities) – **NOT APPLICABLE**

High-Quality Project Objectives:

Criteria #3

FOCUS: How focused is the project objective?

- *Evaluate the effectiveness of the school and share results with various stakeholder groups to encourage effective administrative and teaching practices. (too little)*
- *To form a parent advisory council. (too much)*
- *Promote parent involvement in and satisfaction with XYZ school. (just right)*

High-Quality Project Objectives:

Criteria #4

MEASURABILITY: Are there concepts in the project objective that lend themselves to measurement? If so, is measurement feasible?

- *To promote the effective management of the school.* (how can “effective management” be assessed?)
- *To build leadership capacity and professional collaborative culture.* (what is “professional collaborative culture”?)
- *To increase community awareness of and support for the school.* (is it feasible to measure community-wide support?)

Performance Measures

Where the rubber meets the road.

Performance Measures

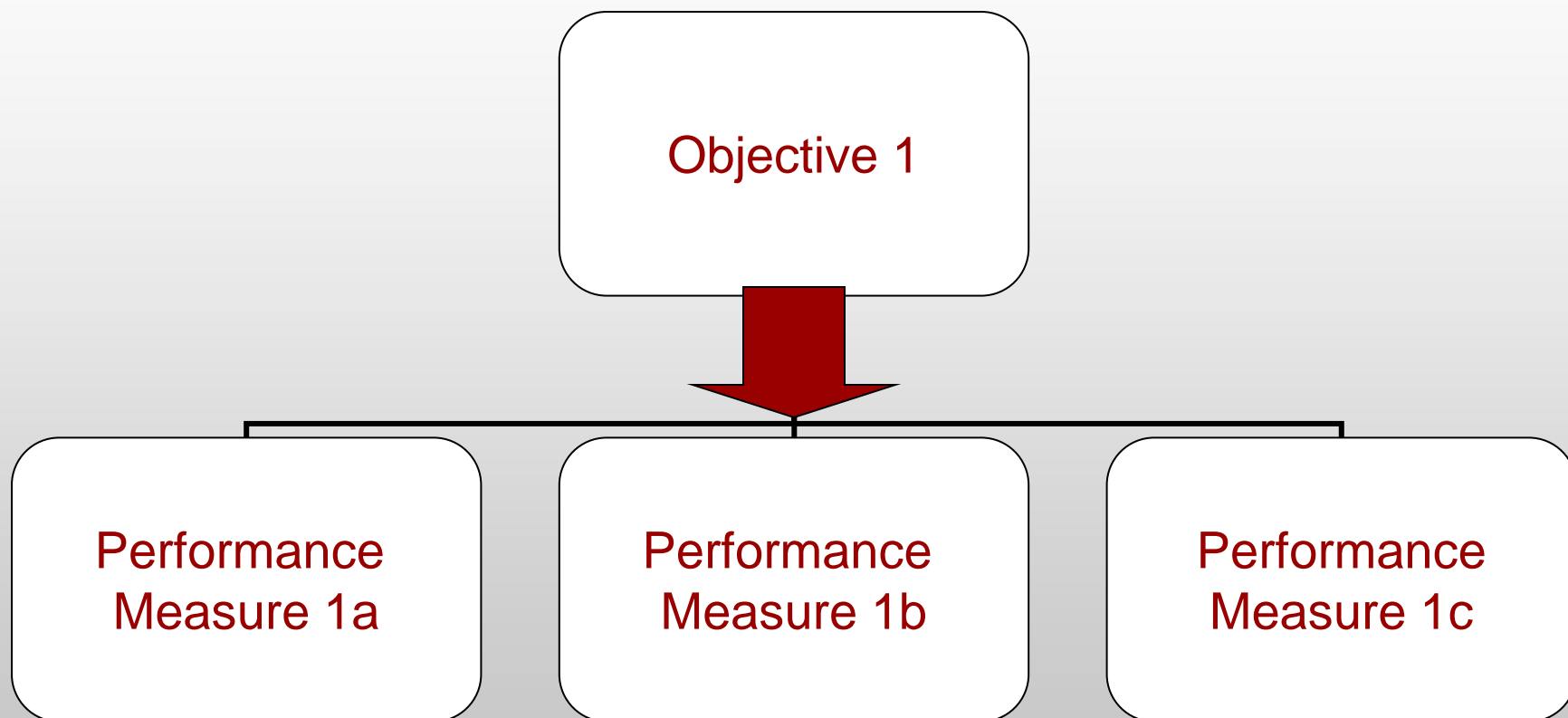
*In general terms, a **performance measure** is a measurable indicator used to determine how well objectives are being met.*

How will you assess progress?

How much progress will constitute success?

How will you know if your objective or part of your objective has been achieved?

Relevance of Performance Measures



Types of Performance Measures

GPRA: *Measures established for reporting to Congress under the Government Performance and Results Act*

Program: *Measures established by the program office for the particular grant competition*

Project: *Measures that the grantee establishes in their approved grant application to meet their project objectives.*

CSP GPRA Measures

- 1.The number of new charter schools that will be opened during the grant. (level of replication/expansion)
- 2.The percent of charter school students who will be proficient on the math portion of the state assessment exam. (math proficiency levels of students served)
- 3.The percent of charter school students who will be proficient on the reading portion of the state assessment. (reading proficiency levels of students served)

Components of Performance Measures

The following 4 components are necessary to ensure good performance measures.

- *What* will change (or happen)?
- *How much* change is expected? (What is the expected quantity?)
- *Who* will achieve the change (or who will the events involve)?
- *When* the change will take place (or happen)?

Performance Measures

OUTCOME PERFORMANCE MEASURE:

All students in ABC charter school who have been enrolled in the school for one or more years (**who**) will receive a passing score (**how much**) on the annual (**when**) XXX state test (**what**).

PROCESS PERFORMANCE MEASURE:

100% of board members (**expected quantity**) will attend the Charter School Excellence training (**what will happen/who will be involved**) during years one and two of their grant period (**when will it happen**).

Comprehensive Performance Measures

Original Performance Measure:

Percentage of students achieving proficiency in English Language Arts

What: Increase the percentage of students achieving proficiency in English Language Arts on the annual state exam.

When: By the third year an increased number of students will achieve proficiency in English Language Arts on the annual state exam.

How Many: By the third year 75% of students will achieve proficiency in English Language Arts on the annual state exam.

Comprehensive Performance Measures

Original Performance Measure:

Students will evidence a variety of complex thinking processes as demonstrated on formative assessments in the classroom setting.

What: Students will demonstrate complex thinking processes on the PQR test by receiving a passing score

When: At the conclusion of each grade students will demonstrate complex thinking processes on the PQR test.

How Many: At the conclusion of each grade 90% of students who have been in the school for one academic year will demonstrate complex thinking processes on the PQR test by receiving a passing score.

Performance Measure Problems: Activities versus Performance Measures

“Hire qualified teachers.”

“Develop a strong humanities and technology curricula to help students learn in an innovative and exciting manner.”

“Implement regular monitoring process”

“A computerized program will be purchased and used to track student attendance. Reports will be reviewed daily.”

Resolving the “Activity-as-Measures” Dilemma

“Hire qualified teachers.”

- *At least 80% of new teachers hired will be “highly qualified” according to state standards.*

“Create an attendance policy.”

- *During their parent-teacher conference, 100% of parents will have the opportunity to comment on the school attendance policy.*

“Implement regular monitoring process”

- *A minimum of 10 best practices will be identified and shared with other schools through the monitoring process each year.*

Process and Outcome Performance Measures

Address both the *process* of working towards the objective and the *outcomes* related to meeting the objective. For example...

Objective: Increase the capacity of XYZ school to provide more students with a high quality education.

- a. 100% of new teachers will meet with mentor teachers at least four times per year during their first year of employment. (*Process Measure*)
- b. Beginning in year two, 67% of students will be proficient on the math portion of the ABC state assessment. (*Outcome Measure*)

Performance Measure Timeframes

Progress towards performance measures are reported annually. Therefore, measures should include constructs that can be measured throughout the life of the grant.

Objective: The school will maintain a culture of excellence, high expectations, and emphasis on college

- a. The school's attendance rates will exceed 90% during each year of the grant.
- b. 100% of students will matriculate to college preparatory high-schools by year 4 of the grant.
- c. The school will exceed the average performance levels of schools in math on the ABC assessment in years 3 and 4 of the grant.

Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective ☐ Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)**1. Project Objective** ☐ Check if this is a status update for the previous budget period.**Objective 3. All students will develop academic skills needed to be successful in subsequent schools**

1.a. Performance Measure	Measure Type	Quantitative Data					
3c. At least 90% of daily homework assignments will be completed and handed in by all students each year.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				90%			83%

1.b. Performance Measure	Measure Type	Quantitative Data					
3d. 80% of students enrolled at the school for a four consecutive year period will achieve Proficient or Advanced status on the MAP by year 4 of the grant.		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	90%		/	90%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

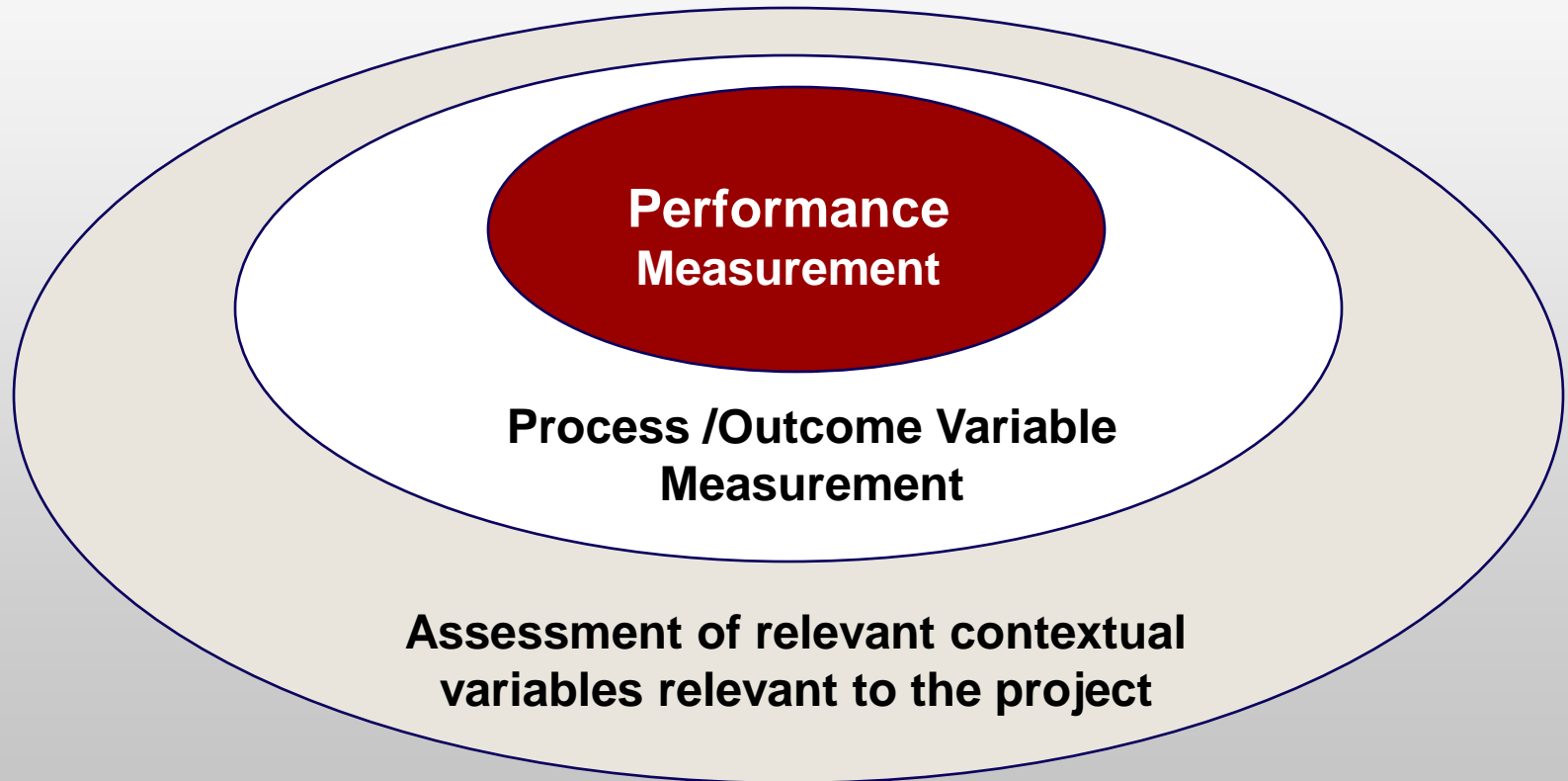
Summary:

Developing Good Project Objectives and Performance Measures

1. Projects should create a **logic model** to illustrate a simplified picture of the components and relationships of their program;
2. Projects should write a **few clear objectives** that explain what the project is doing to support the overall goal;
3. Each objective should have a few, specific **performance measures** to demonstrate how progress will be measured toward meeting the objectives.

...And Finally

Good performance measurement can provide a solid foundation for an evaluation, but it's only the beginning...



U.S. Department of Education
Charter School Program
84.282M Replication and Expansion of
High Quality Charter Schools

Rigorous Evaluation Planning:

Developing Useful Project Objectives
and High-Quality Performance Measures

Center for Evaluation & Education Policy
Indiana University



Thank You!

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DEADLINE

Wednesday, July 7, 04:30:00 p.m.

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